



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5003-109: Theoretical Foundations of Human Relations

Course Description:

This course is designed to expose students to fundamental theories upon which practice in human relations is based, and to facilitate a greater understanding of how these theories can be applied by the human relations professional. A wide range of theories is studied relating to individual, family, organizational, and social issues. Conceptual approaches in psychotherapy are featured, as well as studies relating to multicultural issues and social justice themes. Applications of management theory in the world of work and helping theory in human services are featured.

Class Dates, Location and Hours:

Dates: August 17 - 19 & 24 - 26, 2018
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: July 19, 2018

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Anita Fream, M.A.
Mailing Address: 620 Classen Blvd.
Norman, OK 73071
E-mail Address: Anita.S.Fream-1@ou.edu
Professor availability: The professor will be available to students during breaks and after the class sessions. Time is also available half an hour before class, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Florence, KY: Brooks/Cole. ISBN 978-0840028549
2. Locke, D. C. & Bailey, D. F. (2014). *Increasing multicultural understanding* (3rd ed.). Los Angeles, CA: Sage. ISBN 9781412936583.

3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

OU E-Mail:

All official correspondence from distance learning instructors will be sent only to students' ou.edu address. Students will also communicate with the instructor via her OU email address. Please note the course title and number in the subject line of all email messages to facilitate communication.

Course Objectives:

At completion of this course, students will be able to:

1. Identify and define the fundamental principles of various theoretical orientations forming the foundation of human relations practice;
2. Identify and describe specific practices and techniques associated with theories, in order to enhance intervention strategies, whether in a counseling environment or other settings;
3. Describe how one's theoretical orientation may affect behavior, perspectives, biases, and value systems when interacting with other people;
4. Discuss ways in which self-awareness about identity related to race, ethnicity, gender, and/or sexual orientation are salient to human relations practice;
5. Describe ways in which theory may be used to explicate complex human interactions;
6. Demonstrate critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in human relations practice (for example, with case studies).
7. Describe a personal repertoire of theories to facilitate reaching solutions in human relations problems in various contexts (individual/family therapy, organizations, or social justice situations, for example).

Brief Course Outline:

- Introduction
 - The nature of theory
 - Change and broad theories of human behavior
- Psychological theories
- Family theories
- Group and organizational theories
- Social change theories
- Ethical theories
- Team projects/presentations

Instructional Strategies:

Students will engage in learning through readings, large and small group discussions, team assignments, case study analysis, role plays, academic research and writing assignments, and other practice activities.

Assignments, Grading and Due Dates:

Readings

You are expected to read and be familiar with the texts before class begins. Additional brief readings may be provided on Canvas and/or in class.

In-class Discussions

Focused dialogue helps us get to know each other and clarify or apply the theories we will study. For that reason, your participation is required, though not graded. I want you to be able to voice your opinions and guesses as well as to express your understanding of the readings in these discussions.

Formal Written Assignment – Structured cross-cultural interview (due one week following last day of class, September 2, 2018)

After reading *Increasing Multicultural Understanding*, you will interview an individual member of one of the minority populations discussed in the text, preferably someone from a racial and ethnic background different from yours. (If you already work in the HR field, **do not** use a real client for this interview.) Prepare a structured interview stemming from the author’s model and then interview someone from your selected population to capture that person’s ideas on individual, family and cultural issues. Write a five-page paper summarizing your findings. Include an analysis of what you learned about yourself in setting up, conducting and processing the interview. Attach your structured interview questions after the conclusion of your paper as an appendix. Cite Locke’s text in APA style, and any other references you use; Locke is the only required resource. Written assignment instructions will be available on Canvas shortly before the class start date. An opportunity for questions and answers about the assignment will be offered in class during the first session.

In-class Individual Essay

There will be one individual essay, which will be completed in class. It will be an open-book exam applying information given in class.

Small Group Essays

There will be three small group essays, in which students will analyze a theory, case, or simulation and reach consensus on answers to questions, which will be written in class and turned in through the Canvas Dropbox.

Team Projects/Presentations

Team projects will apply theories to real-life situations and will be presented on the last day of class. Research on your topic should be conducted from outside sources, in addition to the class notes and assigned text (if applicable). Further, more detailed instructions will be given in class. All members of the team are expected to contribute equally to the presentation.

Online Exam

There is an objective, multiple-choice exam based upon the text by Gerald Corey, *Theory and Practice of Counseling and Psychotherapy*. This exam will be posted on Canvas and may be taken as an open-book exam.

Grading:

This is a letter-graded course: A, B, C, D, or F. Grades will be determined as follows:

Assignment	Points	Planned Due Date
Formal written assignment: Structured cross-cultural interview	50 points	September 2, 2018
In-class, small group essays: 3 X 20 points each	60 points	August 19, 24, & 25, 2018
In-class, individual essay	20 points	August 18, 2018
Team project/presentation	50 points	August 26, 2018
Online exam	20 points	September 2, 2018
Total	200 points	NA

Final grades will be assigned as:

A = 90% -100 %

B = 80% - 89 %

C = 70% - 79 %

D = 60% - 69%

F = below 60%

Rubrics will be provided on Canvas for the long paper and for the team projects/presentations.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Incomplete Grade Policy:

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor a "Petition for and Work to Remove an Incomplete Grade" form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive failure to participate in class activities.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Anita S. Fream, M.A.

Education

- M.A. in Human Relations/Professional Psychology, University of Oklahoma
- B.A. in English/History, Oklahoma Baptist University

Current Positions

- Adjunct Assistant Professor of Human Relations at the University of Oklahoma
- Chief Executive Officer, retired, Planned Parenthood of Central Oklahoma

Frequently Taught Advanced Programs Courses

- HR 5093 Introduction to Graduate Studies in Human Relations
- HR 5063 Strategies for Social Change
- HR 5003 Theoretical Foundations of Human Relations
- HR 5113 Research and Writing for Human Relations

Major Areas of Teaching and Research Interest

- Community organization and social change
- Prevention and wellness
- Mental health issues, especially related to children
- Leadership and management in organizations
- Individual, group and family therapy

Representative Publications and Presentations

- “The Past Is Prologue: An Autoethnographic Account of Recurring Themes in Social Norms Around Acceptable Female Sexual Expression and Contraceptive Use,” chapter in *The Reproductive Lives of Twenty Middle Class North American Women* (2015)
- Case Study: An Attempted Hospital Joint Venture in Enid, OK
- “A Framework for Community Mobilization,” published in *New Designs for Youth Development*
- *OU Advanced Training Curriculum for Residential Child Care Workers*, published by the National Resource Center for Youth Services (NRC)
- *Staging a Summit*, published by the Southwest Regional Center for Drug-Free Schools and Communities
- *Managing Aggressive Behavior*, published by NRC
- Preserving Women’s Health Care: The Threat Posed by Mergers Between Sectarian and Non-Sectarian Health Care Entities, presentation at the National Training Academy in Public Affairs, Planned Parenthood Federation of America
- I’ve Been Thinking... about Professional Standards and Personal Ethics, paper for the First National Leadership Institute in Adult and Continuing Education, University of Georgia
- The Role of Federal Programs in Prevention, presentation at the National Prevention Leadership Seminar
- An Advanced Training Curriculum for Child Care Workers, National Child Welfare Training Symposium
- Training Child Care Workers: The Curriculum Counts, National American Indian Conference on Child Abuse and Neglect

Representative Honors and Awards Received

- Organizational recipient of 2015 Community Organization of the Year, presented by Perry Publishing, Oklahoma City

- Honored in 2015 by Planned Parenthood of Central Oklahoma with a named annual award, The Anita Fream Outstanding Staff Service Award
- Organizational recipient of the 2013 National Affiliate Excellence Award in Marketing and Advertising for the Teen Pregnancy Prevention Initiative in Oklahoma County
- Organizational recipient of 10 ADDY awards and the nonprofit initiative of the year for 2013 by the Oklahoma City Ad Council for the Teen Pregnancy Prevention Initiative in Oklahoma County
- Selected as one of 34 participants nationwide in First National Leadership Institute in Adult and Continuing Education, The University of Georgia

Community Service

- Member, National Advisory Board for Merger Watch, which monitors the impact of hospital acquisitions, mergers and joint ventures on the quality of women's health services
- Past Member, Board of Directors, Oklahoma County Health Alliance for the Uninsured
- Past member and chair, Board of Directors, Central Oklahoma Integrated Network System, a non-profit referral service for free health care to indigent individuals
- Member for four years of Oklahoma Council on Juvenile Justice, a 50-member advisory body to the state legislature; Served two years as Chair, Mental Health Committee
- Past member and chair, Board of Directors, Cleveland County Youth and Family Center
- Past member and treasurer, Board of Directors, AIDSWalk OKC